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ABSTRACT

This competency-based preservice home economics teacher education module on evaluating occupational programs is the fourth in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) evaluation procedures (includes two lessons on program objectives and expected outcomes and evaluation devices for evaluating an occupational program); (2) evaluating the instructional program (includes two lessons on performance versus objectives and verifying objectives); and (3) modifying the instructional program (includes one lesson on analysis and interpretation of evaluation data). Each lesson generally includes a narrative summary, suggested activities, suggested resources (readings), and a progress check. Each unit also includes a progress test. A list of suggested module resources and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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ED166508

OCCUPATIONAL STRAND:

CORE

MODULE II-A-4 EVALUATING OCCUPATIONAL PROGRAMS

1978

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MATCHE PROJECT Funded by:
Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

CE 019 935

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

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EVALUATING OCCUPATIONAL PROGRAMS

Module Objective

Given a descriptive report of an existing occupational program and the results of a survey on changing employment patterns in a community, the MATCHE student will be able to analyze the changing employment patterns in terms of their effect on the training program, and propose at least two methods by which the program might be modified to provide trainees with salable job skills in light of those changing patterns.

Given a descriptive report of an existing occupation program, the MATCHE student will be able to develop standards or criteria for evaluation of a program which will justify, with valid reasons, the continuation of the program.

Measurement

You will be given a descriptive report on an occupational class in food service. The report will contain statistical data on student performance including an index of success, pre- and posttest scores, results of student interviews, work experience, and follow-up study. Based on your analysis of this report, you must:

1. Develop standards or criteria for evaluating the program which will justify continuation of the program.

2. Propose at least two methods by which the program might provide trainees with salable skills in light of changing patterns reflected in the report.

Module Overview

Evaluation cannot be viewed as an activity which is performed at the end of the program year. It is a crucial component of the management system utilized in the program. Evaluation is a continuous activity in the total program.

The objectives which you have attained so far in Establishing Occupational Programs have exposed you to a combination of management activities organized in much the same way as you might encounter them when on a job. By

treating evaluation as a separate module, you will have the opportunity to view an occupational program from a different perspective to see how each management function fits into the total program.

To assist you in gaining competence in planning and implementing the various evaluation functions (approach and techniques), this module has been divided into the following units.

Unit 1: Evaluation Procedures

Unit 2: Evaluating Instruction

Unit 3: Modifying the Program

UNIT 1

EVALUATION PROCEDURES

Objective

The MATCHE student will be able to describe the basis upon which program evaluation is made.

The MATCHE student will be able to categorize an occupational program into components for which evaluation processes can be applied.

The MATCHE student will be able to list specific evaluation questions for each program component, the answers to which will provide meaningful data regarding progress toward program objectives.

Overview

Program evaluation is an integral part of ongoing program activities. It is a component of the management system for the entire program, providing feedback about each of the other components: the processes and outcomes of planning, coordination, and management. Program evaluation provides a meaningful basis for identifying and developing needed changes in the program.

It is the purpose of this unit to familiarize you with program evaluation: why an occupational program should be evaluated, how and by whom the evaluation should be done, what should be included in the evaluation, and when it should take place.

Lesson 1: Program Objectives and Expected Outcomes

In addition to the narrative summary, all of the resources and activities provided in this lesson will enable you to describe a meaningful program evaluation on the basis of the specified objectives for each of the program. You are free to study any or all of them.

Narrative Summary

An occupational program must be evaluated to identify strengths and weaknesses in order to improve it. The responsibility for evaluation falls on the persons who are involved in the program. It is the responsibility of teachers, students, administrators, advisory committee members, and members of the community and parents to identify the strengths and weaknesses of the program in light of their objectives and expected outcomes, and then to suggest ways to improve the program.

There are many systems for program evaluation. Several systems should be studied and considered for use. The system which follows is one which might be adapted.

1. Program Planning and Development. Specific activities have been identified for this area of the program: a community survey to identify needs, an analysis of specific occupations for which training is needed, establishing and working with an advisory committee, and writing up program plans. The performance objectives and expected outcomes of each of these activities must be stated in writing as performance objectives in order to provide the means by which the success of the instructional program can be measured. These methods are evaluative.

2. Planning and Implementing Instruction. The importance of continuous evaluation and assessment of the activities which take place in planning and developing the program becomes very clear when you consider that the curriculum and its related instructional activities, material, media, and methods are all based on the general objectives specified in that area. (Evaluating the efficiency and effectiveness of instruction will be covered in depth in the next unit.)

3. Program Management. Those involved in budgeting, procuring, and maintaining facilities, equipment, supplies, record keeping systems, inventories, and supportive services function on the data received from evaluation and assessment of the previously discussed program areas. The procedures and activities which comprise the management area of the program require that methods for continuing evaluation be built in.

4. Program Coordination. The area of coordination involves selecting and placing students, complying with state and federal employment regulations, and supervising and evaluating on-the-job experiences. The criteria upon which these activities are based require continuing evaluation.

Those who are responsible for each of these areas of the total program must provide appropriate mechanisms for determining: 1) that all of the activities are planned to meet specific objectives, 2) that the objectives are relevant, and 3) the degree to which the objectives are achieved.

In order to prepare a device for evaluating all of the specific activities mentioned above, you must be able to list all of the steps which the activities require.

If you are satisfied that the program objectives are valid statements of what should be done, you can evaluate the activities to identify what is being done.

Suggested Activities

1. Working alone or with others who are also studying this module, develop a list of the steps which are required for the activities in each of the following areas:

a. Program Planning and Development
b. Planning and Implementing Instruction
c. Program Management
d. Program Coordination

2. Compare the review system used by the Bureau of Homemaking Education for HERO programs with the suggested system in the Narrative Summary. Analyze program objectives and expected outcomes.

Suggested Resources

Auvil, Mary. The 12 Functions of a Vocational Education Delivery System. Sacramento, California: State Department of Education. Vocational Education Field Operations. 1975.

California State Department of Education. Optional Supplement to the Guide for Reviewing a District Vocational System. Home Economics Related Occupational Programs (HERO) Consumer and Homemaking Education. Sacramento: Vocational Education Support Unit. 1973.

"Implications for DROVE and the 12 Function System." Sacramento: California State Department of Education, Vocational Education Services. 1976 ERIC Document ED 142 831.

Strategy for Program Development and Evaluation in Home Economics. Washington, D. C.: American Vocational Association. 1973.

Wentling, Tim, and Tom Lawson. Evaluating Occupational Education and Training Programs. Boston: Allyn and Bacon, 1975, Chapters 1 and 2.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1: Progress Check

1. Assign each of the following activities to one of the program areas listed in the Narrative Summary.

   a. selecting media and materials

   b. selecting and placing students

   c. specifying trainee performance objectives

   d. conducting community surveys

   e. supervising on-the-job experiences

   f. specifying expected outcomes

   g. maintaining equipment and supplies

   h. providing supportive services

2. State two concepts which are used as the basis for developing evaluation devices for occupational programs. Explain.

Compare your answers with those on the next page.

Answer Key
Lesson 1: Progress Check

1. a. program instruction

   b. program coordination

   c. program instruction

   d. program planning

   e. program coordination

   f. program planning

   g. program management

   h. program management

2. (any two of the following)

   Self-evaluation is fundamental for both students and teachers.

   The objectives and philosophy of the total school are considered.

   Learning and instruction are moved forward by continual assessment of the program by both students and teachers.

   Records provide accountability for making judgments in terms of specified objectives.

   Continuous evaluation provides relevant answers for making decisions on curriculum development and educational policy.

Lesson 2: Evaluation Devices for Evaluating an Occupational Program

In addition to the Narrative Summary, all of the resources and activities provided in this lesson will enable you to develop an evaluation device which can be used to determine the effectiveness of various areas of an occupational program.

Narrative Summary

The evaluation of an occupational program is a continual process, involving all those who are responsible for various aspects of the program. The devices used for assessing those aspects of the program (collecting information) are based on the particular activities which each of those aspects entails.

Through the activities and exercises of previous modules in this course, you have demonstrated your knowledge of specific skills and concepts related to program organization, curriculum, work experience, program philosophy and objectives, instructional materials and supplies, and space and equipment.

Based on your knowledge of the steps which are involved in each of those aspects of the program, you should be ready to design a questionnaire (evaluative device) which will provide the information you need to find out if each aspect of the program is functioning as it should, determining strengths and weaknesses, and suggesting changes for improvement.

Suggested Activities

1. Using the attached form and your list of activities for various components of the program, begin to formulate questions for evaluation of an occupational program. Discuss them with classmates, and design a questionnaire as an evaluation device. Submit the questionnaire to your instructor. Revise the questionnaire as needed.

2. Using the Bureau assessment device, analyze materials you have developed for the occupational program for a selected area of home economics. Make suggestions for next steps.

Suggested Resources

Adams, Kay, and N. L. McCaslin. "The Development and Pilot Testing of Self Review Instruments for Vocational Education Programs in Kentucky." Columbus: Ohio State University, Center for Vocational Education. 1976 ERIC Document ED 133 604.

Byram, Harold, and Marvin Robertson. Locally Directed Evaluation of Local Vocational Education Programs. Danville, Illinois: The Interstate Printers and Publishers, ERIC Document ED 067 479, 1971.

Center for Vocational Education, Ohio State University. Module A-11, Evaluate Your Vocational Program. Athens, Georgia: American Association for Vocational Instructional Materials. 1978.

Meyer, Warren, Lucy Crawford, and Mary Klauren. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill, 1975, Chapter 11.

Mitchell, E. F. Cooperative Vocational Education. Boston: Allyn and Bacon, 1977, Chapter 17.

There is no Progress Check for this lesson.

UNIT 1: PROGRESS TEST

Student_____

Evaluating Occupational Programs

Instructor_____

Date_____

1. Describe the basis for assessment of an occupational program and justify your answer.

2. Identify the persons responsible for program evaluation and describe the evaluative function of each.

3. Categorize four areas of an occupational program for which evaluation processes can be applied.

   a.

   b.

   c.

Progress Test (continued)

4. If you were to visit an occupational program, formulate at least three questions under each heading to ask in an evaluative review of that program.

   a. Program Philosophy and Objectives

      1.
      2.
      3.

   b. Program Organization
      1.
      2.
      3.

   c. Curriculum
      1.
      2.
      3.

   d. Instructional Program
      1.
      2.
      3.

   e. Work Experience
      1.
      2.
      3.

   f. Instructional Materials, Supplies, and Equipment
      1.
      2.
      3.

   g. Facilities
      1.
      2.
      3.

   h. Evaluation Procedures
      1.
      2.
      3.

ANSWER KEY
UNIT 1: PROGRESS TEST

Evaluating Occupational Programs

Instructor:	In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. objectives: clearly formulated statements of expected outcomes

   outcomes: clearly formulated statements of actual outcomes in terms of strengths and weaknesses

   (or equivalent, satisfactory to the instructor)

2. teachers, students, graduates, administrators, advisory committee members, and members of the community (served by the program)

3. (any four of the following)

   program planning and development
   planning and implementing instruction
   program management
   program coordination
   student organization

4. (any questions acceptable to the instructor)

UNIT 2

EVALUATING THE INSTRUCTIONAL PROGRAM

Objective

The MATCHE student will be able to explain, in writing, the procedures which should be followed to evaluate the effectiveness and relevancy of instruction in an occupational program.

Overview

Evaluation of instruction is given particular emphasis in this module because it is the primary vehicle for delivering what the program was established to deliver: jobs.

It is the purpose of this unit to familiarize you with the procedures of instructional evaluation, and to give you the opportunity to apply these procedures.

Lesson 1: Performance versus Objectives

In addition to the Narrative Summary, all of the resources and activities provided in this lesson will enable you to evaluate the effectiveness of student performance compared to occupational program objectives. You are free to study any or all of them.

Narrative Summary

You have learned that program evaluation is an on-going process which involves gathering of data and evidence of progress toward established goals and objectives; examining that data and looking at causes, effects, and problems; making judgments about the data; and then prescribing modifications necessary to enhance progress toward the goals and objectives or establishing new goals or objectives, if necessary. All of these activities are undertaken for one primary reason: that of maintaining a sound program that prepares students to obtain gainful employment in the occupational area for which the program is intended. This training takes place as a result of instruction in the program.

Among the procedures for evaluating instruction is one which is crucial to the success of the program. It consists of answering the questions: "How well did students achieve each of the objectives specified?" This procedure determines how well you succeeded in doing what you set out to do.

The proper implementation of this procedure is a comparison between the final performance of the student and the terminal (end-of-course) objectives, and the comparison is made one objective at a time. What

is needed is a level of performance for each objective. For example, if an objective calls for a student to correclty complete an order form in two minutes, and if all the students reached that level of performance, then the objective has been met. You have succeeded in doing what you set out to do. You may discover later that the two minute limit needs to be changed, but that is another matter. Your first requirement is to determine how well students have met the objectives as originally stated.

The techniques which you can employ to make the comparison are not difficult, but they must be used appropriately. For example, the best way to determine if a student is able to complete an order form correctly in two minutes is to give the student an order form and see if he or she can complete it correctly in two minutes. If the student takes two minutes and twenty seconds to correctly complete the form. that student has not met the objective. If two minutes and twenty seconds are as good as two minutes, then change the objective--but not before checking to see how well you reached the objective as originally stated.

Suggested Activities

Write or select terminal performance objectives for at least five of the specific tasks which the job you have selected entails. Next to each objective, explain how you would measure the objective, i.e., how you would determine how well a student has met the objective.

Suggested Resources

Beach, K. M., and Robert Mager. Developing Vocational Instruction. Belmont, California: Fearon, 1967, Chapter 12 and 13.

McInnis, Jacquelyn (ed.). A Handbook for Planning, Establishing, and Implementing Occupational Home Economics Programs. Knoxville:

Wentling, Time, and Tom Lawson. Evaluating Occupational Education and Training Programs. Boston: Allyn and Bacon, 1975, Chapter 3.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1: Progress Check

1. Give three reasons why it is important to systematically check on the appropriateness of instructional objectives.

   a.

   b.

   c.

2. In evaluating the instructional program, what two major questions need to be answered in the affirmative if the program is successful?

   a.

   b.

Compare your answers with those on the next page.

ANSWER KEY
Lesson 1: Progress Check

1. (any of the following)

   Jobs change.

   New tools or equipment become available.

   New techniques are introduced.

   New information must be mastered.

   New environment or jobs emerge.

2. Are the objectives relevant?

   Is the student performance effective?

Lesson 2: Verifying Objectives

In addition to the Narrative Summary, all of the resources and activities provided in this lesson will enable you to evaluate the relevance of occupational program objectives when compared with the actual job toward which they are directed.

Narrative Summary

Your occupational program is relevant to the degree that its objectives reflect those things most closely related to the occupation or job for which instruction is provided. This is determined by comparing the objectives with the actual job or occupation.

The procedures to verify the relevancy and the effectiveness are crucial to instructional evaluation. They are handled separately to avoid making the mistake of changing an objective because it was not reached rather than because it was not relevant. A student/trainee could fail to perform a job adequately because he or she used the wrong equipment or because he or she used the right equipment but could not use it properly.

Your program could fail to produce students who are prepared for an occupation or job because they were taught the incorrect skills or knowledge, or because they did not achieve desired levels of performance.

An effective occupational program is one that selects the appropriate objectives and enables each student to reach them successfully.

You must systematically evaluate the instructional objectives of your program to determine if they are still relevant or appropriate. Jobs change; new tools and equipment become available; and new techniques are developed and introduced. New information becomes available. As jobs and occupations change, your objectives should reflect these changes.

The techniques and methods for comparing objectives with occupational competence are varied. Information may be obtained from students who completed the program and are working at the job for which they trained. Ask these students about the job and their training. You already know how well that student met the objectives of the program. Look at equipment and observe techniques. Ask about new procedures. Use your advisory committee in updating your techniques (e.g., terminology) in incorporating new developments or careers. Make every effort you can to work occasionally at the job for which you are training your pupils.

If you make your program objectives correspond with the needs of the job, and if your instruction enables students to successfully achieve those objectives, you can be sure of having an effective occupational program.

Suggested Activities

1. Given a case study of a job situation and the objectives of a course, analyze the objectives, assess their relevancy, and justify the assessment.

2. Draft a questionnaire which you might use to obtain job related information from program graduates. Make the questions functional so that responses could be obtained by mail, over the phone, or in a personal interview.

3. Prepare a list of questions to use with employers and/or an advisory committee to verify the relevancy of program objectives, instruction, equipment, and/or instructional materials.

4. Describe types of on-the-job experiences that you feel you should have to adequately assess a training program.

Suggested Resources

Center for Vocational Education, Ohio State University. Module D-4 Assess Student Performance Skills. Athens, Georgia: American Association for Vocational Instructional Materials, 1977.

Wentling, Tim, and Tom Lawson. Evaluating Occupational Education and Training Programs. Boston: Allyn and Bacon, 1975, Chapters 4 and 5.

There is no Progress Check for this lesson.

UNIT 2: PROGRESS TEST

Student_____

Evaluating Occupational Programs

Instructor_____

Date_____

Write an explanation of the procedures which should be followed to evaluate the effectiveness and relevance of instruction in an occupational program.

ANSWER KEY
UNIT 2: PROGRESS TEST

Evaluating Occupational Programs

Instructor:	In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

Effectiveness is determined by comparing the instructional objectives with actual student performance. Relevance is determined by comparing the instructional objectives with the actual job requirements.

(or equivalent explanation acceptable to the instructor)

UNIT 3

MODIFYING THE INSTRUCTIONAL PROGRAM

Objective

Given the evaluative evidence on the particular aspects of a specific occupational program, the MATCHE student will be able to determine and describe an appropriate modification which will improve the effectiveness of that aspect of the instructional program.

Overview

It is important to recognize that evaluation does not stop with the collection of data. The information which is revealed through questionnaires, interviews, and other techniques must be analyzed and interpreted. Modifications are then prescribed, resulting in the changes needed for students to achieve the objectives which have been established.

It is the purpose of this unit to expose you to the procedures and processes by which the evaluation of an occupational program can produce positive and effective change.

Lesson: Analysis and Interpretation of Evaluative Data: Instructional Program

In addition to the Narrative Summary, all of the resources and activities presented in this lesson will enable you to analyze and interpret the information you obtain through program and instructional evaluation. You are free to study any or all of them.

Narrative Summary

Once the data from the devices have been collected, you will face the task of analyzing and interpreting the data and the results. What does it mean if only a handful of students are able to perform a task that meets the standard which has been set? What does it mean when required reports are consistently late or are incomplete? It will probably be necessary to examine other evidence to analyze and interpret these questions.

Just as the collection of data is done systematically (with proper record and report forms) based on objectives and expected outcomes, so, too, must the analysis of those data be planned and conducted systematically. Do not jump to conclusions. Analysis should be based on criteria.

If evaluation of the program is conducted properly, patterns will emerge from the data collected. Test items consistently missed by many pupils indicate that a careful analysis is needed. Is the meaning of the questions clear? Is the answer correct? Does the question assume knowledge which the students do not have? Is it an accurate restatement of the objective? Is the objective clear?

When you have carefully analyzed the problem area and have some assurance that you have looked at all the possibilities before reaching a conclusion, then you are ready to proceed with a prescription for changing or modifying that particular part of the program.

Suggested Activities

Working alone or with others (who are also ready to engage in this activity), develop a list of criteria by which you would analyze each of the following "problems" which were revealed in the evaluation of an instructional program. Analyze the problem and recommend a change.

a. Interviews with students who are now working full time at jobs for which they were trained in a vocational program indicate that they have all undergone retraining by their supervisor for use of the micro-wave oven. What data would you need to analyze the problem? Complete the hypothetical case with information collected and state recommendations.

b. Although the instructor frequently examined the draperies being made by the students, and the students developed a rating scale for meeting commercial standards, the final products consistently failed to meet the standards stated in the objectives for that task. Give recommendations for each possible cause of the problem.

c. Sixteen out of twenty students could not pass an instructor-developed test after working through a programmed instruction text, even though the test was carefully prepared from the instructional objectives the teacher had written. Identify and list the factors you would analyze.

d. After twice demonstrating the use of a power sewing machine, the instructor finds that students cannot repeat the appropriate steps for operating the machine. Identify and list the factors you would analyze.

Suggested Resources

Illinois State Department of Education. An Articulated Guide for Cooperative Occupational Education. Springfield: Division of Vocational and Technical Education.

Wentling, Tim, and Tom Lawson. Evaluating Occupational Education and Training Programs. Boston: Allyn and Bacon, 1975, Chapter 9.

There is no Progress Check for this lesson.

UNIT 3: PROGRESS TEST

Student_____

Evaluating Occupational Programs

Instructor_____

Date_____

1. Given the evaluative data for an instructional occupational program, list the steps which need to be taken. Explain in detail the role of the instructor and the administrator for each step listed.

2. Identify activities you could participate in that would assist you in evaluating your own program.

ANSWER KEY
UNIT 3: PROGRESS TEST

Evaluating Occupational Programs

Instructor:	In booklets reproduced for students, you may wish to omit this page (see instructor's manual).

1. Steps listed should include the following:

   Analyze and interpret data.

   Identify emerging patterns.

   Assess problems in terms of pre-established criteria and objectives.

   Recommend modifications.

   Implement changes.

   (Explanation should be acceptable to the instructor.)

2. reading current periodicals and journals

   enrolling in HERO workshop

   participating in industry seminars

   recording student reaction and opinion of training program

   interview/questionnaire with advisory committee

   interview employers

MODULE POSTTEST

After you have completed the final unit progress test for this module, you should be ready to take the Module Posttest and meet the requirements of the Measurement statement given at the beginning of the module. See your instructor.

MODULE SUGGESTED RESOURCES

In addition to resources suggested for use in specific lessons of this module, the resources listed below are provided for general use throughout the module.

Barlow, Melvin. The Philosophy for Quality Vocational Education Programs. Washington, D. C.: American Vocational Association, 1974.

Calhoun, Calfrey, and Alton Finch. Vocational and Career Education: Concepts and Operations. Belmont, California: Wadsworth Publishing Company, 1976, Chapter 14.

Cross, Alene. Home Economics Evaluation. Columbus: Charles E. Merrill, 1973.

Denton, William. Program Evaluation in Vocational and Technical Education. Columbus: Ohio State University, Center for Vocational Education, 1973.

Lecht, Leonard. Evaluating Vocational Education--Policies and Plans for the 1970's. New York: Praeger Publishing, 1974.

Moore, Anne, and Jezierski. Evaluation of Vocational Education Programs. Columbus: Ohio State University, Center for Vocational Education, 1977.

Popham, James. Educational Evaluation. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Popham, James. Evaluation in Education. Berkeley, California: McCutchan, 1974.

Spitze and Mildred Griggs. Choosing Evaluation Techniques. Washington, D. C.: Home Economics Education Association, 1976.

Stakelon, Anne, and Joel Magisos. Evaluation of Work Experiences, Cooperative Education and Youth Manpower Programs. Columbus: Ohio State University, Center for Vocational Education, 1975.

MODULE PRE/POSTTEST

Student_____

Evaluating Occupational Programs

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information in this module. You need study only those units that are prescribed on the basis of pretest results.

1. Give three reasons which justify the continual (systematic) assessment of occupational program objectives.

   a.

   b.

   c.

2. List the key factors upon which meaningful evaluation depends.

3. State two concepts which are used as the basis for developing evaluation devices for occupational programs.

   a.

   b.

4. Give two procedures that could be used for assessing the instructional program.

   a.

   b.

5. List the persons who should be included in program evaluation.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Evaluating Occupational Programs

Instructor: Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes.

1. (any three of the following)

   sound planning
   effective stimulation of growth
   instructional diagnosis
   production of appropriate records
   assistance to the learner in thinking more clearly about what he is after and how he is getting along
   provision of continuing feedback into the larger questions of curriculum development and educational policy

2. objectives values by the school
   specified measurable objectives
   collection of appropriate evidence regarding progress
   comprehensive analysis and interpretation
   prescription for change

3. (any two of the following)

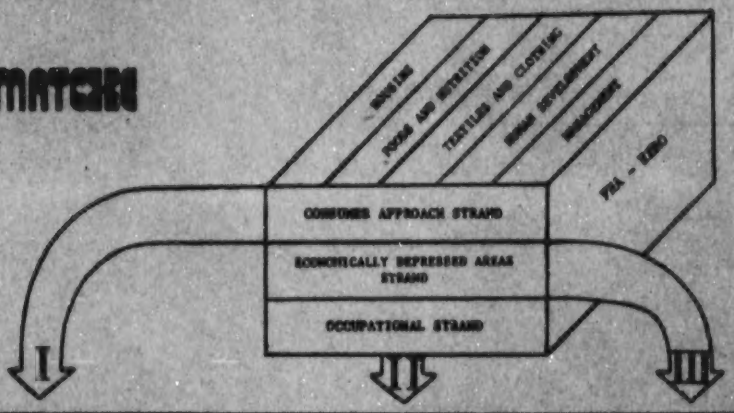
   Self-evaluation is fundamental for both students and teachers.
   The objectives and philosophy of the total school are considered.
   Learning and instruction are moved forward by continual assessment of the program by both students and teachers.
   Records provide accountability for making judgments in terms of specified objectives.
   Continuous evaluation provides relevant answers for making decisions on curriculum development and educational policy.

4. Procedures for evaluation may include the following.

   interview/questionnaire with former students
   interview/questionnaire with employers
   utilize the advisory committee
   work at the job during vacation

5. administrators
   advisory committee
   supervisors
   students
   instructors
   parents

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele